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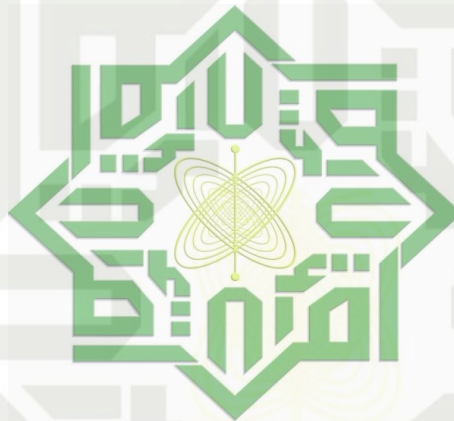
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State Islamic University of Sultan Syarif Kasim Riau

# STUDENTS' ABILITY IN PRONOUNCING ENGLISH VOWEL AND THEIR SPEAKING ABILITY OF ELEVENTH GRADE STUDENTS' AT SENIOR HIGH SCHOOL TRI BHAKTI PEKANBARU



UIN SUSKA RIAU

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1441 H/2020 M



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**SUPERVISOR APPROVAL**

The thesis entitled *Students' Ability in Pronouncing English Vowel of Eleventh Grade at Senior High School Tri Bakti Pekanbaru* that is written by Fitri Yanti SIN. 11513201661. It has been accepted and approved to be examined in the final examination by the supervisor and the chairperson of English Education Department to fulfill one of the requirements for getting undergraduate degree at the Faculty of Education and Teacher's Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Rajab 5<sup>th</sup>, 1441 H

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## EXAMINER APPROVAL

This thesis entitled *Students' Ability in Pronouncing English Vowel and Their Speaking Ability of Eleventh Grade Students' at Senior High School Tri Bhakti Pekanbaru*, is written by Fitri Yanti, SIN. 11513201661. It has been approved and examined by the final examination committee of an Undergraduate degree at The Faculty of Education and Teacher Training State Islamic University Sultan Syarif Kasim Riau on Dzulqaidah 10<sup>th</sup>, 1441H / July 1<sup>st</sup>, 2020 as one of the requirements for the Undergraduate Degree (S.Pd) in Department of English Education.

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## ملخص

فطري يتي، (٢٠٢٠): قدرة التلاميذ على نطق الأحرف المتحركة في اللغة الإنجليزية وقدرتهم على الكلام

هذا البحث يهدف إلى تحليل قدرة التلاميذ على نطق الأحرف المتحركة في اللغة الإنجليزية وقدرتهم على الكلام في الفصل الحادي عشر بمدرسة تري باكتي الثانوية الحكومية بكنبارو. وهذا البحث هو بحث وصفي كمي. وعينته ٣٠ تلميذا، وحصلت عليها الباحثة من خلال العينة العشوائية. ولجمع البيانات قامت الباحثة باختبار التلاميذ لمعرفة قدرتهم على نطق الأحرف المتحركة باللغة الإنجليزية، والاختبار تم باللغة الإنجليزية، ولمعرفة قدرتهم على الكلام قامت بالاختبار اللساني. ولتحليل البيانات استخدمت الباحثة أسلوب التحليل الإحصائي الوصفي. ونتيجة البحث دلت على أن نتيجة قدرة التلاميذ على نطق الأحرف المتحركة ٨٣،١٣ وتكون في المستوى الجيد جدا، وقدرتهم على الكلام ٦٩،٤٧ وتكون في المستوى المقبول.

الكلمات الأساسية: نطق الأحرف المتحركة في اللغة الإنجليزية، قدرت على الكلام.

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## ABSTRAK

**TRI YANTI, (2020): Kemampuan siswa dalam pengucapan Huruf vokal dalam Bahasa Inggris dan Kemampuan siswa dalam berbicara.**

Tujuan penelitian ini untuk menganalisa kemampuan pengucapan huruf vocal siswa didalam bahasa inggris dan kemampuan berbicara siswa di kelas sebelas SMA Tri bhakti Pekanbaru. Peneliti ini adalah penelitian deskriptive kuantitatif. Ada 30 siswa sebagai sampel yg dipilih menggunakan teknik sampel acak. Didalam mengumpulkan data, peneliti memberikan test kepada responden untuk menentukan kemampuan pengucapan huruf vocal siswa dalam bahasa inggris, peneliti memberikan test pengucapan huruf vocal dalam bahasa inggris, dan untuk mengetahui kemampuan berbicara siswa peneliti memberikan tes berbicara. Peneliti menggunakan statistik deskriptif untuk menganalisa data. Hasil dari penelitian ini menunjukkan bahwa score dari kemampuan pengucapan huruf vocal siswa didalam bahasa inggris adalah 83,13 masuk kedalam kategori “sangat baik”, dan kemampuan berbicara siswa adalah 69,47 masuk kedalam kategori “cukup”.

**Kata kunci: pengucapan huruf vocal dalam bahasa inggris, Kemampuan berbicara**



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## ABSTRACT

**FITRI YANTI, (2020): Students' Ability in Pronouncing English Vowel and Their Speaking Ability of Eleventh Grade at Senior High School Tri Bhakti Pekaknabau.**

The purpose of this research is to Analys Students' Ability in Pronouncing English Vowel and Their Speaking Ability of Eleventh Grade at Senior High School Tri Bhakti Pekanbaru. This research was a descriptve quantitative study. There were 30 students as samples chosen by using Random sampling technique. In collecting the data, the researcher distributed the Test to the respondents to determine the students' ability in Pronouncing English Vowel, the researcher distributed English Vowel test, and to know the students' Speaking Ability the researcher distributed the speaking test. The researcher used descriptive statistics to analyze the data. The result of this research showed that the score of students' Ability in Pronouncing English Vowel is 83. 13. It is categorized as a "Very Good" level, and their Speaking Ability is 69.47. It is categorized as an "Enough" level.

**Key word: Pronunciation English Vowel, Speaking Ability.**



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Pekanbaru, 28 September, 2020

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## CHAPTER I INTRODUCTION

### A. Background of the Problem

English is one of the most widely used international languages both as a means of oral communication, and as a means of written communication, including the writing of newspapers, magazines, and books on science and technology. Many people in the world speak English today. As an international language, it has many important roles in international diplomacy, commerce, or finance, etc. therefore, people who want to be accounted for technological and scientific advances have to master the language well since it is much used in science and technology. Since English is an international language, it is used to communicate among nations all over the world. People feel that English is getting more and more important, especially in this free-trade era. The globalization era demands people all over the world to communicate in English to improve their economic growth, social progress, and cultural development. As we know English also teaches in the school as an important lesson that includes in the 2013 curriculum, and the students should mastery 4 skills of English, especially speaking.

Penny (1996) argued that Speaking is one of the most important skills of all the four language skills because individuals who learn a language are referred to as the speakers of that language. When we talk about speaking, we do not mean just saying the words through the mouth. It means conveying the message through the word of mouth. This skill is often ignored in some

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teachers' classes. Learners do not have enough opportunity either in their classes or outside to speak English. In addition, Fauzan (2014) said that Speaking skill is very important in the context of English learning. It is because through verbal language, speaking, one enables one to express his/her ideas and thoughts, and being able to speak is one of the indicators of mastering the language. In speaking, there are some criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. Here especially pronunciation, as we know pronunciation becomes an important thing in communication. Pronunciation is the production sound of the words that we use to communicate with others to make a meaning.

Generally, many learners of English as a foreign language face difficulty in pronunciation. The difficulty of pronouncing foreign sounds encountered by student in learning a foreign or second language and the target language. For several learners, producing plosive sounds is difficult. It may be caused by their culture and behavior in their first language. That is why many Indonesian students find it difficult to learn some English sounds as they do not find the English sound features in their own language and also because they have not been trained to produce this new set of sounds. The habits of speaking their native language have quite strongly been built up. Establishing new ways of hearing new sounds and new ways of using speech organs and new speech habits is a way to solve the problem of English pronunciation.

According to Dalton & Seidlhofer (1994) in general terms, pronunciation can be defined as the production of important sound in two



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senses. First, the sound is important because it is used as part of a code of a particular language. Second, the sound is important because it is used to achieve meaning in the context of use. Mastering English pronunciation is one of the aspects to master spoken language. ESL learners who are learning English as a spoken language have to do great effort to master this competence.

Pronunciation features such as intonation, emphasis, and pausing are "discourse signals" which are helpful for listeners to understand the flow of conversations. This skill is the one important because every human in this world need to know how the word's sound, to deliver their aims in their live correctly. Furthermore, to improve students' pronunciation, they can get it by their own natural ability, after that they can improve their ability by learning in an educational institution. In speaking many words have the same in writing but really different in the spelling and meaning. The sounds not like what the words look like. Speaking is the active process in communication and to convey our meaning correctly. Besides it, pronunciation is a production of sounds in the word that we use in communication to make meaning. From those statements, both of speaking and pronunciation is the needed skill to make meaning in communication.

Pronunciation is one of the essential nouns based on an oral form and the basic ability to speak English as well as other languages. The correct pronunciation of English is to help the students to pronounce correctly. Clear pronunciation makes the students easy to understand and produce intelligible

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sound. The study of pronunciation has become an important aspect of teaching English as a Foreign Language. In the learning process, students may face difficulty which is crucial to be described and analyzed. One of them is difficulty in pronouncing English words. Pronunciation has become a dilemma for students.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing the information it can be seen when you pronounce the words Florez (1999). So, the researcher concluded that if the students have a good ability to pronounce the words they will be easier to speak or communicate with others.

Goodwin (2001) said, In teaching pronunciation, the goal of instructions threefold: to enable our learners to understand and be understood, to build their confidence in entering communicative situations, and to enable them to monitor their speech based on input from the environment. To accomplish these goals, he describes the tools we need to teach pronunciation in a systematic and principled way. As a result, making errors in pronouncing English as a foreign language is common. It is natural in the early stage of the second/foreign language learning process.

As of one of the speaking components, pronunciation has two elements that should be learned by the students, the first element was segmental features that include vowels and consonant, and suprasegmental features include stress, pitch, intonation, pause, and rhythm. In this research, the researcher only takes segmental features and focus on vowels. Kelly (2000)

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argued that one of the speech sounds that is always produced by people is a vowel. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth. Pronunciation related to spelling. According to Penny Ur (1996), the learner has to know what a word sounds like (its pronunciation) and what it looks like (it's the spelling). These are fairly obvious characteristics, and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, we need to make sure that both these aspects are accurately presented and learned.

As a good speaker, we must master pronunciation in order to avoid misunderstanding between one another. The correct pronunciation is undoubtedly a very important part of learning to speak English. Good pronunciation is speaking clearly and correctly and being the listeners understood what we say. Improved pronunciation leads to more efficient communication skills, and enhanced self-image, and greater confidence.

According to Witherspoon (1943) explains that correct pronunciation requires the proper sounding of the letters and the correct placing of the stress or accent in words of more than one syllable (that is, in words of more than one group of letters which can be pronounced as a single sound). As states by Djiwandono (1996) that pronunciation generally includes mastery of the sound system. They are consonant and vowels, rise and fall of the voice, the stress in word and sentences, rhythm or intonation of the language.

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Senior High School Tri Bhakti Pekanbaru is one of the schools in Riau. English is served as a compulsory subject that is taught twice in a week, with 90 minutes for each meeting which means 180 minutes a week. Based on Regulation of the Minister of Education and Culture (PERMENDIKBUD 2013) in the standard competence and basic competence in school. It clearly proved that students were difficult to speak English, were particularly reluctant to speak in the classroom.

Even though has been taught in the teaching and learning process, the teacher still finds some errors in Pronouncing English Vowel, for example when the teacher asks the students to pronounce "Tear", the students still are not able to Pronounce correctly.

Previous researches related to students' vowels and speaking ability just focus on five topics. Some studies have investigated students' problems in pronouncing short and long vowels (e.g Riadi, 2013). Then study about error analysis in pronunciation of English vowels (e.g Kartyastuti, 2015 and Simarmata, 2018) A cross dialect comparison of peninsular and Peruvian Spanish vowels (e.g Marison and Escudero, 2007).

Based on some previous research mentioned above, they just aim to find out about students' problem in pronouncing short and long vowels, error analysis in pronunciation of English vowels, dialect comparison of peninsular and Peruvian Spanish vowel, perception and production of five English front vowels and students' ability in pronouncing vowels. Unfortunately, not many have looked at it from the students' pronunciation and their speaking ability.



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Meanwhile, the researcher focused on a specific problem in pronouncing vowels.

Based on my research preliminary study that I have done at SMA Tri Bhakti Pekanbaru, I have interviewed in English teacher she is Hj. Elfiani, S.Pd. M.Pd. The main problem faced by the students still has a problem to achieve a passing grade score of English lesson, 70 points. It means the students were still under the minimal mastery criterion (KKM).

So the researcher assumed that one of their factors is the students are still having difficulties in speaking English, especially in pronounce vowels. However, based on the teachers' explanation about eleventh-grade students of SMA Tri Bhakti Pekanbaru, the researcher conclude that some of the students are not able to pronounce correctly in speaking. It can be seen in the following phenomena;

1. Some of the students are not able to pronounce some vocabularies consisting of "a" vowel.
2. Some of the students are not able to pronounce some vocabularies consisting "i" vowel.
3. Some of the students are not able to pronounce some vocabularies consisting "u" vowel.
4. Some of the students are not able to pronounce some vocabularies consisting of "e" vowel.
5. Some of the students are not able to pronounce some vocabularies consisting of "o" vowel.

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Based on the background of the problem above, the researcher assumed that pronunciation and speaking have an important part in English. Therefore, the researcher would like to know about the correlations between students' pronunciation and their speaking ability and the researcher proposes the research title is: "**Students' Ability in Pronouncing English Vowel and Their Speaking Ability at Eleventh Grade Students' of SMA Tri Bhakti Pekanbaru.**"

**B. Problem**

Based on the Background Above, to make the problem of clearer, this research would be identified to follow

**1. Identification of the Problem**

- a. Why some of the students are not able to pronounce some vocabularies consisting of "a" vowel.
- b. Why some of the students are not able to pronounce some vocabularies consisting "i" vowel.
- c. Why some of the students are not able to pronounce some vocabularies consisting of "u" vowel.
- d. Why some of the students are not able to pronounce some vocabularies consisting of "e" vowel.
- e. Why some of the students are not able to pronounce some vocabularies consisting of "o" vowel.

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**2. Limitation of the Problem**

After identifying the problems stated above, the researcher focus on the long vowels / i: /, / e: /, / a: /, / u: /, / o: / and their speaking ability that would be correlated one another.

**3. Formulation of the Problem**

Based on the problems limited above, the problem would be formulated into the following research questions :

- a. How is students' ability in pronouncing English vowels at SMA Tri Bhakti Pekanbaru?
- b. How is students' speaking ability at SMA Tri Bhakti Pekanbaru?

**C. Objective and Significance of the Research****1. The objective of the Researcher**

The objective of the researcher in this study as follows:

- a. To describe the students' ability in pronouncing English vowels at SMA Tri Bhakti Pekanbaru.
- b. To describe the students' speaking ability at SMA Tri Bhakti Pekanbaru.

**2. Significance of the Research**

Related to the objectives of the research above, the significance of the researcher in this study as follows:

- a. Hopefully, this research is able to benefit the writer as a novice researcher especially in learning how to conduct research.

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- b. This research finding is expected to be useful valuable, especially for students and teachers.
- c. Besides this research finding is expected to be positive who are concerned in the world of teaching and learning as a foreign language.
- d. Finally, these research findings are also expected to be practical and theoretical information to the development of theorists on language teaching.

**D. Reason for Choosing the Title**

There was some reason why the researcher was interested in carrying out this research, as follow:

1. The title of the research is relevant to the researcher's status as a student of the English education department.
2. The title of this research is not yet investigated by other previous research.
3. The location of the research facilitates the researcher to conduct the research.

**E. Definition of the Terms**

There are many terms involved in this research. Thus, to avoid misunderstand toward the terms used in this research the following terms were necessarily defined as follows:

1. Speaking Ability

Lado (1961) points out that speaking ability is described as the ability to report acts or situations, in precise words, or the ability to



converse or to express a sequence of ideas fluently. It can be concluded that speaking ability is a skill, which is communicating the speech sound for expressing and conveying messages or ideas.

## 2. Pronunciation

According to Dalton & Seidlhofer (1994) in general terms, pronunciation can be defined as the production of important sound in two senses. First, the sound is important because it is used as part of a code of a particular language. Second, the sound is important because it is used to achieve meaning in the context of use. Mastering English pronunciation is one of the aspects to master spoken language. ESL learners who are learning English as a spoken language have to do great effort to master this competence.

## 3. Vowels

Kelly (2000) argued that one of the speech sounds that is always produced by people is a vowel. Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth.

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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. Speaking ability

###### a. The Nature of Speaking Ability

Webster (1983) stated that speaking is the ability in transferring and expressing thoughts, ideas, and feelings orally and it is supported by body language, "to speak is to give oral expression to thought, opinions, and feelings engaged in talk or conversation. Speaking is the active use of language to express meanings so that other people can make sense of them Cameron ( 2001).

According to Gert and Hans in Efrizal (2012), speaking is the way of people to express and communicate ideas to others orally. Speaking is speech or utterance produced by the speaker to know and then, the listener processes the sayings to know the speaker's intention. Irawati (2014) defines speaking as an activity to produce sayings in the form of words and sentences orally to communicate with others. Meanwhile, Khorashadyzadeh (2014) states that speaking needs not only the learners' understanding of the way to produce the linguistic competence such as grammar, pronunciation, and vocabulary but also comprehension about sociolinguistic competence such as when, why, and how to speak. Bahdorfar and Omidvar (2015) say that speaking skills can be categorized

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as good speaking skills when the listener can understand the words produced by the speaker. Additionally, Ur in Akhyak and Indrawan (2013) says that successful speaking activity has the characteristics as follow:

1. The language learners talk so much
2. All the participants of speaking activity get the opportunity to
3. The language learners are highly motivated and have an interest in the speaking
4. The language produced is at an acceptable level.

From the description of speaking, it can be concluded speaking is the process of communication using verbal and nonverbal symbols in a variety of contexts. Speaking becomes an important process of sharing and building meaning, speaking also becomes an active use of language to express the meaning in communication. In communication as the speaker need a partner of the listener. Speaking aims to deliver our meaning correctly. By using language in speaking the communication will be created instantly.

Savigno (1991) stated that speaking is the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge. From the explanation above, it can be concluded that speaking is the process to interact with each other. The most important thing is the speaker and listener understand each other about what they are talking about.

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Speaking is needed to be straightforward because actually, the listener can guess what you want to explain.

## b. Components of Speaking Ability.

Harris (1969) stated that speaking ability has five components which are generally recognized in analyzing speaking. They are as follows:

- 1) **Pronunciation** includes the segmental features of vowels, consonants, stress, and intonation patterns.
- 2) **Grammar** correct use of language concerning word form and word order at the sentence level.
- 3) **Vocabulary** is one of the words included in the language, has many words that must mastery to acquire an adequate vocabulary is essential for successful second language use.
- 4) **Fluency** is probably best achieved by allowing the air stream of speech to flow then as some of this speech spill over beyond comprehensibility.
- 5) **Comprehension** in brief speaking requires that not only knowing how to produce it well but also understanding when what, and why to produce the language.

## 2. Pronunciation

### a. Definition of Pronunciation

Cook cited in Pourhosein (2016) defined pronunciation as the production of English sounds. Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the



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difficulties resulting from the first language. According to Yates cited in Pourhosein (2016), pronunciation is the production of sounds that are used for making meaning.

Paulston & Burder (1976) Pronunciation is the production of a sound system that doesn't interfere with communication either from the speakers' or the listeners' viewpoint. Pronunciation is the way of uttering a word in an accepted manner Otłowski (1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

Pronunciation is an important role in communication. To be able to communicate with other people, we have to be able to speak. Pronunciation is the basic step before we master speaking skills in learning a language. Pronunciation prioritizes the quality of sound production. It is necessary to pronounce words accurately because many English vocabularies have almost similar sounds which are called minimal pairs.

Bilash, (2009) Pronunciation is a way of speaking that is generally accepted and understood using the sounds of the language, correct stress, rhythm, and intonation. It is an essential component not only of learning a language but also of using that language. Without proper pronunciation, people will be misunderstood by others and they will be judged as incompetent, uneducated, or lacking in knowledge. It is also mentioned in the AMEP research center (2002) that learners with good pronunciation are easier to be understood even if they make errors in other areas, even if their grammar is perfect. In general terms, pronunciation can be defined as

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the production of important sounds in two senses. First, the sound is important because it is used as part of a code of a particular language.

Dalton & Seidlhofer, (1994) Second, the sound is important because it is used to achieve meaning in the context of use According to Kristina, Diah, et al (2006), pronunciation is the act or manner of pronouncing words; the utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood.

According to Jones (1944), minimal pair refers to a pair of words or phrases in a particular language that differs in only one phoneme (a unit of sounds in a specific language). For example, peek–peak, lip–leap, tree–three, etc. Each pair of words have one different phoneme and each of the words has a different meaning also. This may harden people to understand what someone is speaking if the pronunciation is not appropriate. When someone makes mistakes in pronouncing words, then it will directly be known or detected by the people who listen (Sholeh & Muhaji, 2015). Without learning pronunciation first, people may find difficulties in saying words and the listener or receiver will misunderstand the information.

Burgess and Spencer (2000) Pronunciation in language learning, on the other hand, is the practice and meaningful use of the target language phonological features in speaking, supported by practice in interpreting those phonological features in a target language discourse that one hears". The diagram below illustrates the features of English pronunciation Burns

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(2003). Therefore, this study will only consider the discussion of segmental phonemes of English as the salient components in mastering English pronunciation.

#### b. The Elements of Pronunciation

A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak and are therefore usually best learned as an integral part of spoken language. Ramelan (1985) says that when learning English, someone will find two kinds of speech features.

- 1) Segmental features, which refer to sound units, arranged in sequential order; or it is about consonant and vowel. Here, the researcher focus on vowels.
  - a) Vowels

The English Vowels are sounds which are made without any kind of closure to the escape of air through the mouth Syafei, (1988). English vowels are divided into two kinds of vowels, long vowels and short vowels. Long vowels consist of / i:/, / e:/, / a:/, / u:/, / o:/, while short vowels consist of / i /, / e /, / æ /, / ɒ /, / ʌ /, / u /, / o /.

Fromkin, Robert, & Hyams (2011) defined, "vowel is a sound produced without the significant constriction of the air flowing through the oral cavity". According to Yule (2014), "vowel sounds are produced with a relatively free flow of air, and they are all types. voiced". He added, "to describe vowel sounds, we consider how the tongue influences the shape

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through which the airflow must pass" Yule (2014). Similarly, Ambalegin & Suryani (2018) mentioned: "vowel sounds are produced by passing air through different shapes of the mouth with different position of the tongue and the lips and with the air stream relatively unobstructed by the narrow passages except at the glottis". Kelly (2000 ) stated that based on the characteristics of the articulation, there are three categories of vowel sounds; closed vowel sounds (/i:/ /ɪ/ /ʊ/ /u:/), mid vowel sounds (/e/ /ə/ /ɜ:/ /ɔ:/), and open vowel sounds (/æ/ /ʌ/ /ɑ:/ /ɒ/).

The Front-Back Dimension			The High-Low Dimension			Lip Position
Front	Back	Central	High	Low	Mid	Rounded
[ɪ] kit	[ɑ:] lot	[ɪ] kit	[ɪ] kit	[æ] trap	[eɪ] face	[ʊ] foot
[ɛ] dress	[ʊ] foot	[i:] fleece	[i:] fleece	[ɑ:] lot	[o:] goat	[ɔ:] thoug
[æ] trap	[ɔ:] thought	[ʊ] foot	[ʊ] foot		[ɛ] dress	[o:] goat
[i:] fleece	[o:] goat	[u:] goose	[u:] goose		[ɔ:] thoug	[u:] goose
[eɪ] face	[u:] goose				[ə] about	
					[ɜr] nurse	
					[ʌ] strut	

## b) Consonant

Fromkin et al. (2011) stated, "consonant is speech sound produced with some constriction of the airstream". Consonant in English pronunciation is included in segmental phonemes Low ( 2015). In English consonant divides into two basic positions: voiced and voiceless. The voiced sound is produced when the vocal folds are drawn together, the air from the lungs repeatedly



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pushes them apart as it passes through, creating a vibration effect, meanwhile, the voiceless sound is produced when the vocal folds are spread apart, the air from the lungs passes between them unimpeded Yule (2014).

## 2) Supra Segmental Features

Supra segmental features are like the style used in words or sentences.

There are four kinds of suprasegmental features, namely stress, pitch, pause, and rhythm.

- a) **Stress** Ramelan (1985). is meant the degree of force or loudness with which a syllable is pronounced to give it prominence Stress can be classified into a word stress and sentence stress. A word stress within a word and sentence stress is the stress within a thought group or a sentence. Stress has an important role in English because different stress will differentiate meaning and intention.
- b) **Pitch and intonation.** Speech is produced with a sort of musical accompaniment or intonation. Intonation is the tune of what someone says. For example, if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.
- c) **Pause.** English is spoken in groups of words, which are separated by a pause. There are two kinds of pauses, a short one and a final one.
- d) **Rhythm.** It means the beat of language. In English, rhythm is stress-timed. This means that the time between two primary stresses is the same. If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only a small number of

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syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly.

### c. Teaching and Learning Pronunciation

Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed- all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. Learning the English language with teaching media like audiovisual will bring students easy to learn and make students interest. The pronunciation teacher should be a good model to the students, otherwise; the students will imitate bad pronunciation and lead making mistakes. The teacher should produce accurate sounds and their productions of speech to the students to make the students understand how correct pronunciation is produced.

Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach because pronunciation is a basic sub-skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, "soap" in a situation such as a restaurant where they should have said "soup," the inaccurate production of a phoneme can lead to misunderstanding. It happens because Indonesian students have difficulties in pronouncing English words due to the influence of students' seventh language and environment.

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A teacher can help overcome this psychological barrier and other challenges by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others. In other words, teachers and students can overcome the frustrations, difficulties, and boredom often associated with pronunciation by focusing their attention on the development of pronunciation that is "listener-friendly." After all, English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.

**B. Relevant Research**

According to Syafi'i (2015), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. A lot of researchers have already reported their research about pronunciation and speaking ability. Some of the findings of related research are presented in the section as follows:

1. Meylan GNA Sihombing (2014) Conducted research entitled "The Correlation Between Students Pronunciation Mastery and Their Ability in Speaking" The objective of this research was to find out the correlation between the students' pronunciation mastery and their ability in speaking of grade eight students of SMPN 21 Bandar Lampung. Two kinds of tests were administered. They were the English Vowel test and the speaking

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test. In the pronunciation test, spoken tests were used, each student was asked to read 50 item words and sentences in English. For the speaking test, each student also was asked to read the text consist of two paragraphs. The method of this research was descriptive research. Data were analyzed using r- Product Moment. The result of r was 0.910. The p-value in 5% was 0.361 and in 1% was 0.463. So, the result showed that there was a significant correlation between the students' pronunciation mastery and their ability in speaking of grade eight students of SMPN 12 Bandar Lampung. Based on the result of the research, it was important both for the English teachers and the students to realize one of the factors that gave a positive contribution to the students' ability in speaking was their pronunciation mastery.

2. Deliana Simarmata, Hilman Pardede, Hilman\_pardede (2018) Conducted research entitled "Error Analysis Of Students' Pronunciation in Pronouncing English Vowels And Consonants" This final project is a study about Error Analysis Of Students' Pronunciation in Pronouncing English Vowels And Consonants of SMK Karya Serdang Lubuk Pakam in the Academic Year 2017/2018. (A case study of the Tenth Grade of SMK Karya Serdang Lubuk Pakam in the academic year 2017/2018). The purposes of the study are to find out kinds of problems made by students in pronouncing English vowels and consonants and to find out the factors why these problems happen/occur. The writer wants to know the way how



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the teacher explains the material and what the students are doing during the lesson.

3. Agus Riadi(2013) Conducted research entitled" students' problems in pronouncing short and long English vowels "This research aims to find out the students" problems in pronouncing short and long English vowels. The subjects of this research were the second-semester students of the English Education Study Program. There were 30 students involved in this research. Here, the researcher applied descriptive study. The data were derived through students"" performance tests by using minimal pair tests. There were 15 sentences with 900 total phonetic transcriptions produced by the overall students. The data revealed that most of the students have problems pronouncing short and long English vowels. It was found that there were 483 correct pronunciations out of 900 totals with the mean score were 54. The total numbers for the incorrect pronunciation of short vowels were 79 and long vowels were 338. Furthermore, from 30 students, only 6 students with a score above 60, and only 1 student with a score above 75.

There are three findings of students' Pronunciation above. The First From Meylan GNA Sihombing, Focused on the Correlation Between Students Pronunciation Mastery and Their Ability in Speaking. She found that there was a significant correlation between the students' pronunciation mastery and their ability in speaking. second, Deliana Simarmata, Hilman Pardede Hilman pardede (2018) Conducted research entitled" Error

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Analysis Of Students' Pronunciation in pronouncing English Vowels And Consonants". and the third Agus Riadi (2013) Conducted research entitled" Students' Problems in pronouncing Short and Long Vowels ‘’.

So, the difference between the Previous findings and the writer's are the subject, setting, and design. And the similarities that the writer found are about Pronunciation, the way how a students' pronunciation, and their speaking ability.

### C. Operational Concept

Syafi'i (2015) said that operational are derived from related theoretical concept on all of the variable that needs to be practically and empirically operated in an educational writing-a research paper the research would like to explain briefly about variables in this research. It is important to clarify the theories used in this research. This research is descriptive research, which focuses on the students' Ability in Pronouncing English vowel and their speaking ability. Therefore, in analyzing the problem in this research there are two variables.

According to Ramelan (1985), there are some indicators to measure students' ability in pronouncing English vowel as in the followings:

1. Vowels
  - a. Students' ability to pronounce i: /
  - b. Students' ability to pronounce e: /
  - c. Students' ability to pronounce a: /
  - d. Students' ability to pronounce u: /

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- e. Students' ability to pronounce o: /

According to Harris (1969), there are five components of speaking as in the followings:

- a. Students' ability to use appropriate grammar in speaking.
- b. Students' ability to have a wide knowledge of vocabulary.
- c. Students' ability to speak English with good pronunciation.
- d. Students' ability to speak English fluently.
- e. Students' comprehension in speaking English.

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## CHAPTER III

### Research Method

#### A. The Design of Research

This research is descriptive research, which has two variables. Tavakoli (2012) explained that descriptive research is an investigation providing a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of phenomenon or intervention. So, the researcher will use descriptive research to know how is students' ability in pronouncing English vowel and their speaking ability.

In addition, Priyono (2016) said that descriptive research is conducted to give detailed descriptions of the symptoms of phenomena. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event.

#### B. Time and Location of the Research

This research was conducted at the eleventh-grade students of Senior High School Tri Bhakti Pekanbaru, which is located at Jl. Tuanku Tambusai Kota Pekanbaru. It was conducted in January 2020.



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### C. Subject and Object of the Research

The subjects of this research **were** the eleventh-grade students of Senior High School Tri Bhakti Pekanbaru consist of science majors, social major, while the object of this research was students' English long vowels and their speaking ability.

### D. The Population and Sample of the Research

#### 1. The population of The Research

Arikunto (2006, p.130) said that the population is the entire research subject. According to **Syafi' I (2015, p. 108)**, the population of the research refers to the total number of subjects from which or whom you obtain the data. On the other hand, a population is a group of a subject who has a similar characteristic.

The population of this research was taken homogenously. The target population of this research is students at SMA Tri Bhakti Pekanbaru.

**Table III.I**  
**Population of the Research**

No	Class	Number of students
1	XI IPA	30
2	XI IPS 1	30
3	XI IPS 2	30
4	XI IPS 3	30
Total		120

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## 2. Sample of the Research

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**Table III.2**  
**The Total Sample**

No	Classes	Population	25%
1	XI Science 1	30	7
2	XI Social 1	30	7
3	XI Social 2	30	8
4	XI Social 3	30	8
Total		120	30

There was 30 piece of papers distributed in each class. There were only 8 pieces written numbers which are number 1-7 for science and 1-7 for social 1.number 1-8 for social 2.number 1-8 for social 3. As a result,

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there were 7,7,8,8 students selected as the sample from science and social classes, as showed in the table above.

### E. The technique of Collecting Data

In the data collecting procedure, the researcher used two kinds of techniques as followings:

#### 1. English long Vowel Test

Test is used to analyze students' ability in pronouncing long vowels /a:/i:/u/e/o/. Firstly, the writer made a list of English words that consist of vowel /a/, /i/u/e/o/. Thus, respondents were asked to read those words. The respondents' performances were recorded for later analysis.

In order to find out the answers to the research questions, a pronunciation test would use. The data were collected by the audio recording. The first procedure was aimed to gather the data in the form of audiotaped data. In the very beginning, the respondents' permission will be asked regarding the proposed research that will be conducted. The purpose of this research will be also explained. Afterward, the writer will give a test to respondents. Respondents are asked to read some words which consist of three vowels that will be analyzed by the writer. Those vowels are /a/i/u/e/o/. Then the writer will record the respondents' pronunciation.

The followings are some steps that will be done by the writer in analyzing the data:

- a. Playing and listening to the respondent recording several times as necessary

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- b. Transcribing the respondents' pronunciation into phonetic transcription
- c. Assessing the respondents' pronunciation whether they are correct or incorrect using the Oxford Dictionary
- d. Giving score 1 (one) for each correct pronunciation and 0 (zero) for incorrect pronunciation
- e. To put the respondents' score into the table of respondents' test analysis as patterned below:

**Table III.3**  
**Respondents' Test Analysis Number of Words RCA MCA**

Code of Respondent.	Number of words							RCA	MCA
	1	2	3	4	5	...	20		
R1									
R2									
R3									
R4									
R5									
...									
R30									
ΣNCW									

(Adopted from Dwi Astutik)

- f. Calculating the average proportion of correct pronunciation

**Table III.4**  
**The Classification of Students' Score**

The level score	Categories
80-100	very good
70-79	Good
60-69	Enough
50-59	Less
0-49	Fail

(Arikunto, 2002)

## 2. Speaking Ability Test

The test is used to measure the students' ability in speaking. Brown (2003) said that a test is a method of measuring a person's ability, knowledge of other skills in a given domain. asks the speaking test, the



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writer ask the students to choose one topic. And then the students showed the topic in front of the class. The researcher would record the students' conversation. The result of the record would be analyzing give the score based on the component of speaking ability.

According to Harris (1989), the speaking test should consist of five components to be rated, namely: pronunciation, grammatical, vocabulary, fluency, and comprehension. So, the researcher would know the students' ability in speaking English.

**Table III.5**  
**Speaking Ability Assessment**

No	Aspect	Rating Score	Comments
1.	Pronunciation	1	Equivalent to and fully accepted by educated native speaker.
		2	Errors in pronunciations are quite rare
		3	Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		4	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak students' language.
		5	Accent is the intelligible though often quite faulty.
2.	Grammar	1	Equivalent to that of an educative native speaker.
		2	Able to use the language accurately on a level normally pertinent to professional needs. Errors in Grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Can usually handle elementary construction quite accurately but does not have through or confident control of the grammar.
		5	Errors in grammar are frequent, but speaker



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No	Aspect	Rating Score	Comments
3.	Vocabulary	1	can be understood by a native speaker use to dealing with foreigners attempting to speak students' language.
		2	Speech on levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
		3	4 Can understand and participate in any conversation within the range of students' experience with a high degree of precision of vocabulary.
		4	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that she/he rarely has to grope for a word.
		5	Has speaking vocabulary sufficient to express themselves simply with some circumlocutions.
4.	Fluency	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has complete fluency in the language such that students' speech is fully accepted native speaker.
		3	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		4	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		5	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and auto biographical information.
5.	Comprehension	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
			Equivalent to that of an educated native

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No	Aspect	Rating Score	Comments
		2	speaker. Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		4	Can get the gist of most conversation non technical subject (i.e. topics that required no specialized knowledge).
		5	Within the scope of students is very limited language experience, can understand simple question and statements if deliver with slowed speech repetition, or phrase.

(Brown, 2004)

Criteria of the scores:

- 5 = Excellent
- 4 = Very Good
- 3 = Good
- 2 = Average
- 1 = Poor
- 0 = Fail

**Table III.6**  
**The Classification of Students' Score**

The level score	Categories
80-100	very good
70-79	Good
60-69	Enough
50-59	Less
0-49	Fail

(Arikunto, 2002)

**3. Inter-Rater reability**

Used to assess the consistency of measurements between different times. Reliability studies involving rater are usually called inter-rater agreements or inter-rater reliability. It is because the students' ability was measured by two raters

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**4. Content Validity**

Described all the question, assignments or item in a test or instrument can represent the whole and proportional sample of behaviour subject to the test. This validity can measure the degree of ability of a test to measure which regulates the elements to be understood. This validity can be used to measure learning ability, learning outcomes or learning achievement. This validity is created or measured based on operational concept.

**F. Technique of Analyzing Data**

To calculate the percentage of students' ability in pronouncing english vowel and their speaking ability. According to Ridhuan (2011) the following:

$$P = \frac{F}{N} \times 100\%$$

Where:

P = Number of frequency

F = Frequency

N = Number of sample



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## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on what has been, presented, and analyzed in the previous chapter, the researcher concluded that:

1. The mean score of eleventh-grade students' ability in pronouncing English long Vowel at Eleventh Grade Students' of Senior High School Tri Bhakti Pekanbaru 83.13. It is categorized as a "Very Good" level.
2. The mean score of eleventh-grade students' Speaking Ability at Senior High Tri Bhakti Pekanbaru is 69.47. It is categorized as an "Enough" level.

#### B. Suggestion

Based on the findings, the researcher would like to propose several suggestions, as follow:

##### 1. For the Students

- a. The students should be learned more about English in order to develop and increase their ability, especially about Pronunciation. The students should practice to use English in their daily activity, with language they have learned with their environment even with their friends or teacher.
- b. The students also should have motivation to learn English in order to improve their English ability. The students have to practice to

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communicate with their friends by using English especially it can make them improve their speaking ability.

- c. The students should be more active in learning English. Never give up in learning English and practice English as much as possible.

**2. For the Teacher**

The English teacher are suggested to help more the students to increase their interest in learning English and also should motivate the students to be more active in English learning process by helping them enrich pronunciation, so the students can be easier in speaking ability.

The teacher also needs to use some activities or approaches in teaching and learning process about English. Because much of the students are interested in English subject, it is why the students have less motivation in English especially about speaking English. The students think if speaking English is really hard. The teacher should active in using English as the language communication in the classroom, and do not just give task from the textbook, but also the teacher can give materials to the students from the other source that appropriate with the subject that must be taught.

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**3. For the Next Researcher**

The researcher focused on the correlation between students' Vowel and their speaking ability. Therefore, it is suggested for the next researcher to investigate the correlation of the other English skill such as writing, reading and listening. As the definition in previous chapter about correlational research, correlation research is non experimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. Correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables or sets of scores. The purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variables.


  
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## CURRICULUM VITAE



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